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IMPROVING SUPERVISED PRACTICE IN VOCATIONAL AGRICULTURE.

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DESCRIPTORS- *VOCATIONAL AGRICULTURE, STUDENT EXPERIENCE, *SUPERVISED FARM PRACTICE, PROGRAM DEVELOPMENT, RECORDS (FORMS), FAMILY SCHOOL RELATIONSHIP,

VOCATIONAL AGRICULTURE TEACHERS CAN USE THE INFORMATION AND SPECIFIC DIRECTIONS IN THIS PUBLICATION FOR DEVELOPING MORE EFFECTIVE SUPERVISED PRACTICE PROGRAMS FOR HIGH SCHOOL STUDENTS. SUPERVISED PRACTICE IS AN ESSENTIAL LEARNING PHASE OF VOCATIONAL PROGRAMS, AND PROVIDING IT IS A JOINT RESPONSIBILITY OF THE SCHOOL, THE STUDENT, AND THE PARENTS. A NEW CONCEPT OF "LEARNING EXPERIENCES BEYOND THE CLASSROOM" RECOGNIZES THE EXPANDED AND SPECIALIZED PHASES OF MODERN AGRICULTURE AND THE CHANGED ENVIRONMENTS OF VOCATIONAL AGRICULTURE ENROLLEES. THE INCREASING IMPORTANCE OF THE FIELDS OF AGRICULTURAL PROCESSING AND MARKETING AND AGRICULTURAL SERVICES NECESSITATES SUPERVISED PRACTICE PROGRAMS IN THOSE AREAS. SUPERVISED PRACTICE PROGRAMS ARE VALUABLE FOR VOCATIONAL EDUCATION, VOCATIONAL GUIDANCE, AND GENERAL EDUCATION. THEIR DEVELOPMENT ASSUMES THAT THE SUPERVISED PRACTICE CONCEPT IS SOUND EDUCATIONALLY, ECONOMICALLY, PSYCHOLOGICALLY, AND SOCIALLY, AND TEACHER AND STUDENT ACTIVITIES ARE CHOSEN ON THAT BASIS. THE APPENDIXES LIST TOOLS FOR TEACHING SUCH AS SAMPLE PLANS FOR STUDENT AND PARENT MEETINGS AND FORMS FOR RECORDING STUDENT INFORMATION, PRACTICE ACTIVITIES, TEACHER VISITS, THE COMPREHENSIVE PRACTICE PROGRAM, AND FOR EVALUATING ON-THE-JOB INSTRUCTION. (WB)

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NORTH CAROLINA PUBLIC SCHOOLS

IMPROVING SUPERVISED PRACTICE IN VOCATIONAL AGRICULTURE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
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FOREWORD

Provision in Vocational Agriculture Education for directed or supervised practice is sound educationally. Those in charge of instruction recognize such practice as essential in the attainment of vocational and educational objectives. Learning experiences provided in the classroom, in the school farm mechanics laboratory, and on field trips contribute materially to the education of high school youth and adults; however, the realistic and practical experiences obtained in planning, in execution, and in evaluation which are afforded through supervision of actual on-the-job experiences are essential for maximum effectiveness.

Providing supervised practice opportunities for high school youth enrolled in vocational agriculture courses is a joint responsibility of the school, the pupil and the parents. The three parties should plan cooperatively a comprehensive program of supervised practice consistant with the needs of the pupil and with the opportunities available to him. Every effort should be made to develop supervised practice programs of sufficient scope and character as to provide a variety of learning experiences.

This publication is designed to help superintendents, principals, supervisors, and teachers of vocational agriculture to obtain a better appreciation for and understanding of the place of supervised practice in the teaching-learning process.

It is hoped that this publication will contribute materially to more effective use of supervised practice programs in the teaching of vocational agriculture in the public schools.

Chas. A. Carroll

State Superintendent of
Public Instruction

July 1, 1963

PREFACE

This bulletin is intended as a guide for teachers of vocational agriculture in their quest for more effective ways of developing supervised practice programs with high school students.

It is also believed that school administrators and boards of education will find this booklet helpful in developing an appreciation and understanding of supervised practice programs in agriculture. These people are highly important forces in the success that local teachers of vocational agriculture have in developing their programs.

Although this publication cannot be considered a comprehensive treatment of supervised practice in agriculture, it does attempt to portray a sound philosophy, to indicate important responsibilities, and to suggest some practical approaches to the development of local programs of supervised practice in agriculture. Some selected "tools for teaching" are presented in Part V.

The content of this bulletin includes contributions from our five neighboring states, the education staff at North Carolina State College, the supervisory staff in agricultural education of the State Department of Public Instruction and local teachers of vocational agriculture. It is hoped that this bulletin will serve to improve the teaching of agriculture which in turn will raise the level of rural living.

Special acknowledgment is given to C. E. Dean, R. J. Denny, W. W. McClure, and T. R. Miller, members of the State vocational agriculture staff, for preparing the manuscript for this publication.

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Improving Supervised Practice In Vocational Agriculture

INTRODUCTION

Supervised practice is an essential phase of any vocational program. This is not because "the law says so," but rather that supervised practice is essential to effective learning. Some educational leaders feel that this is the only justification for supervised practice.

The purpose of this bulletin is to suggest an approach to developing more effective supervised practice with boys enrolled in vocational agriculture. Farming programs on the home farm often provide very good learning experiences. But many boys who want and need to study vocational agriculture do not have the opportunity to develop such farming programs. To try to "force" such programs for all students results in keeping meaningless records, or "paper programs." Every boy enrolled in vocational agriculture must have supervised practice as part of his program, if the course is to be really effective; but this does not mean that all must conduct the same type of program.

The "new approach" suggested in this bulletin is new only in the sense of acceptance and recommendation by all concerned. The approach is old in that it is based upon attention to differences of the individuals enrolled. It is an old idea, too, in that the school should assume some responsibility for providing opportunities for supervised practice. This idea is as old as the "Smith-Hughes Act," but got lost in recent years when greater emphasis was placed upon the supervised practice being acquired on the student's home farm. The approach advocated in this bulletin continues the emphasis upon home farming programs for those enrolled who can develop these programs as effective supervised practice. It recommends that the school assume some responsibility for helping develop effective supervised practice programs for those who cannot provide such opportunities on a home farm.

It can be seen that the emphasis in supervised practice is upon learning. If this is to be effective, it must be developed individually with those enrolled.

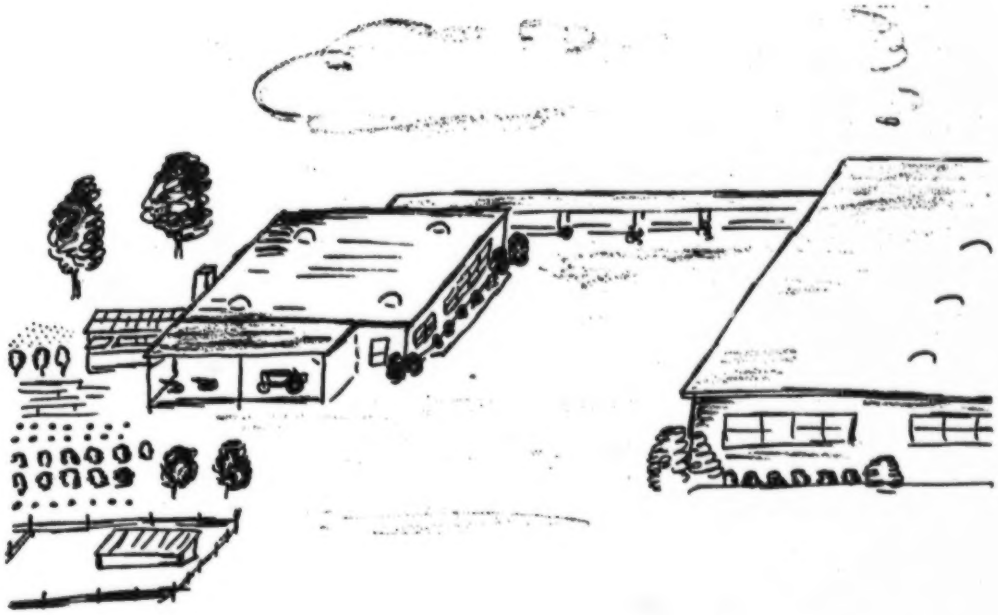
Finally, to get the full value of practice in a learning situation, a teacher needs to know how the student *sees* this experience as a part of the learning process—before, during, and after his actual participation. Opportunity should be provided for the teacher to secure these reactions from each student.

PART I. DIRECTION FINDING

An Overview

This We Believe:

- ***The primary concern*** **of the high school phase of vocational agriculture is the student—providing him with the greatest opportunities possible for developing his interests, knowledge, understandings, and abilities in the expanding field of agriculture.[1]**
- ***The heart of vocational agriculture*** **is the supervised practice program—so designed to provide the broad and varied opportunities for effective learning experiences in the field of agriculture.**
- ***Leadership and cooperation of local and county school officials*** **are important factors in providing an educational climate wherein effective supervised practice can be developed and conducted.**



- ***The local school has a responsibility*** **to encourage and assist teachers in providing land and other supervised practice facilities which enable students to develop desirable programs of learning experiences in agriculture.**

[1] Agriculture is defined as including: (1) the production phase (farming), (2) the processing, and marketing of farm products, and (3) the agricultural services and businesses directly associated with farming.

Supervised practice utilizes the realistic work opportunities made available at the home, the farm, the school, and community businesses for developing desired and needed student competencies in agriculture.

- *The teacher* of vocational agriculture, by virtue of his training and position, must accept a major responsibility for leadership in the development of comprehensive supervised practice programs.
- *Cooperation of the parents* of "vo-ag" students is essential in the planning and development of desirable supervised practice programs.
- *State supervision and teacher education* for vocational agriculture must assume major responsibilities for leadership in providing effective pre-service, in-service, and research programs related to this area of supervised practice in agriculture.

What Is Supervised Practice In Agriculture?

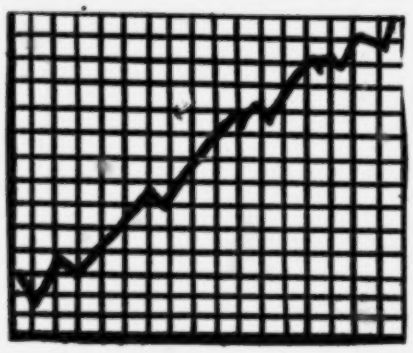
A Definition: Supervised practice consists of those learning experiences, related to instruction, which require development beyond the normal school hours and class facilities.

Supervised practice utilizes the realistic work opportunities made available at the home, the farm, the school, and community businesses for developing desired and needed student competencies in agriculture.

A term "supervised" refers to the guidance and counsel provided by teacher, parents and employers of the student for the primary purpose of insuring meaningful, effective on-the-job experience.

We Believe:

- The primary purpose of the supervised practice program is to broaden the quantity and quality of opportunities for effective learning in agriculture. Accepted principles of learning support this aim of learning to do and doing to learn. Re-enforcement of learning is an essential part of the learning process. Application and discovery in a realistic situation is the function of supervised practice programs.
- Supervised practice opportunities should not be limited to production agriculture (farming) but should be identified within the broad field of agriculture. (See definition of agriculture on page 8.)
- An effective program of supervised practice in agriculture may be judged on the following criteria:
  Breadth of program: Are supervised practice opportunities (beyond the classroom) provided for each student in each major learning area he studies?



Growth of program: **Do programs of supervised practice expand in quantity and quality consistent with needs and abilities?**

Managerial responsibility: **Are opportunities provided for students to make managerial decisions of increasing complexity and difficulty in connection with their supervised practice programs?**

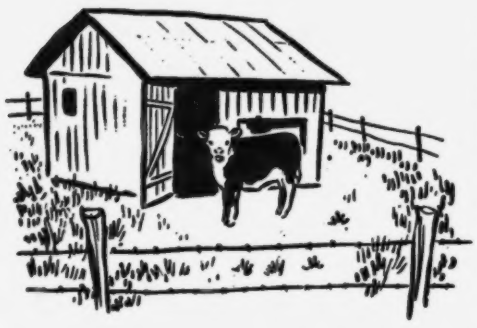
Earning power: **Do students have opportunities to earn monetary returns from their supervised practice programs?**

Self-evaluation: **Do students participate in the process of systematically planning, budgeting resources, keeping and analyzing appropriate records, and preparing improved plans for conducting supervised practice programs?**

Why Is A New Concept of Supervised Practice Needed?

High school students of vocational agriculture are expected to develop comprehensive programs of supervised practice in agriculture. Many teachers of agriculture are experiencing increasing difficulties in developing such programs with their students.

The major difficulty lies in the limited concept of supervised practice as a means of providing expanded opportunities for effective learning experiences in agriculture.



Too often the supervised practice program has been narrowed to "a full-ownership project on the home farm".

The supervised practice program in vocational agriculture too often has been encompassed in one term: "the project." Sometimes it has been narrowed even more to a "*full*-ownership project of crops or livestock on the *home* farm." Such a concept not only blocks the enrollment of many in agriculture, but it fails to express to students and parents the vast opportunities for effective learning in agriture.

A new concept of "learning experiences beyond the classroom" for high school students in agriculture that fully recognizes (1) the expanded and specialized phases of modern agriculture, (2) the changed environments of "vo-ag" enrollees, and (3) the modern principles of vocational guidance is needed. The term "supervised practice in agriculture" seems more appropriate than the term "supervised farming program."

Modern Agriculture

Today the term "farming" has come to mean only one phase of agriculture—production agriculture. Recognition should be given to two other phases of agriculture: (1) agricultural processing and marketing and (2) agricultural services. Many of the activities of these two phases once were performed by the farm operator. Although no longer done on the farm, they provide a large number of occupational opportunities for rural youth. Without adequate learning experiences in these phases, the agricultural education of high school students is incomplete.

Home Environments of Rural Youth

The basis for this position rests with the needs of students who are being enrolled in vocational agriculture. Many of these students do not have adequate home opportunities for a *broad experience program* in agriculture. Many schools, however, have shown the practicality of providing supplemental experience opportunities by means of a school land-laboratory. Some schools have even successfully expanded into school-farm programs. The new concept of supervised practice should include recognition of the responsibility of the school and community to furnish a greater number of supervised practice opportunities for "vo-ag" students.

Research in Guidance

Recent studies in the field of counseling and guidance have implications for the concept of supervised practice. First, it is known now that youth should not be expected to make more than tentative occupational choices at the ninth and tenth grade level.

Vocational agriculture can no longer insist upon students providing their own supervised practice opportunities as a qualification for enrollment in vocational agriculture. Therefore, if adequate supervised practice opportunities are provided, the school and community must become involved.

It is also known from research in guidance that vocational choice is considered a vital part of the vocational education program. A vocational program should provide exploratory experiences as a basis for career selection. Supervised practice in farming alone is not sufficiently broad to provide supervised practice in the broad field of agriculture. Supervised practice should include exploratory experiences in the non-farm agricultural occupations as well as in farming.

Role of Supervised Farming Programs

The fact that a broader concept of supervised practice is needed does not imply that supervised "farming" programs will not

continue to be an important aspect of vocational agriculture. For many students, the core of supervised practice could be the supervised *farming* program *at home*. However, the concept of supervised practice should not be *limited* either by the term "farming" or by the term "home program." The development of desirable supervised practice opportunities anywhere within the broad field of agriculture should be encouraged. Furthermore, the school and community should assume a larger responsibility in providing supervised practice opportunities. Only with this expanded concept of supervised practice can the school look forward to developing the most desirable, appropriate, effective program of learning experiences in agriculture for all who are enrolling in vocational agriculture.

For many students the core of supervised practice could be the *supervised farming program* at home.

PART II. WHAT ARE THE VALUES OF SUPERVISED PRACTICE PROGRAMS?

As Vocational Education

A high school curriculum should provide opportunities for education in "making a living" as well as "for living." Vocational proficiency has been recognized as one of the four major objectives of education by the Educational Policies Commission of the National Education Association. Expanded and enlarged over a period of forty years, the concept of supervised practice programs has served as the most effective means of insuring that the teaching of agriculture is truly vocational.

Good supervised practice programs

- Provide experiences which contribute to the development of abilities needed for proficiency in agriculture.
- Enable boys to earn money.
- Encourage the accummulation of essential capital goods needed to become established in agriculture.
- Lead to improvements in the home-farm business.
- Lead to improved farming in the community.
- Contribute to the attractiveness of homes.
- Lead to increased interest in agriculture, including farming.
- Provide "try-out" or exploratory experiences in chosen phases of agriculture.
- Provide opportunity for adjusting instruction to students in accordance with their individual needs.
- Provide teacher-parent contacts which are opportunities for promoting good relationships between the school and the community.
- Provide an important basis for evaluating the effectiveness of instruction in agriculture.

As Vocational Guidance

The teacher of vocational agriculture has an excellent opportunity for providing vocational guidance and counseling with his students on the job as well as in the classroom. This opportunity is enhanced even more because the teacher knows the community, the population, the family, and the student in his home environment. This is especially true if the teacher has an effective program of on-the-job visitation and instruction.

Good supervised practice programs

- Provide opportunities for the most effective type of guidance and counseling in person-to-person relationships with parent, son and teacher.

- Offer opportunity for exploratory experiences in agriculture.
- Give opportunity for work experience in agriculture.
- Offer opportunity for management or "mastery" that is desired by teen-agers.
- Offer opportunities for continuing vocational guidance over a number of years.
- Help develop further desirable traits of reliability and willingness to work and accept supervision.
- Offer youth certain immediate, satisfying, and visible accomplishments.
- Give the student a feeling that he is learning and accomplishing something useful, that someone — his teacher, school, community, state — is interested in him.

As General Education

Vocational education in agriculture is first and foremost an educational program. Supervised practice is an integral part of this program. Not only does the program offer opportunity to put into practice what may be learned in the classroom and other areas; it also affords learning experience within itself.

The values in good supervised practice programs are consistent with the aims and purposes of general education.

Good supervised practice programs provide for:

- An educational program that emphasizes teacher-pupil planning.
- The application of learning to real life situations.
- Education affecting life out of school.
- Opportunities to develop occupational competence, ie., education for making a living.
- Immediate application of instruction.
- Effective teaching-learning opportunities since:
  - Learning readiness is promoted.
  - Abstract ideas are related to concrete experience.
  - Memory is supported with reasoning and action.
  - Theories are combined with practice.
- Developing understandings in the natural and applied sciences.
- Developing students' problem-solving abilities.
- Wholesome relationships between school and community.

PART III. RESPONSIBILITIES FOR SUPERVISED PRACTICE PROGRAMS

Responsibilities of the Teacher

The primary responsibility of the teacher is to provide that quality of leadership which encourages students, parents, student employers, and school administrators to recognize and accept definite responsibilities in connection with supervised practice programs.

More specifically, the teacher should provide his students with instruction designed to develop their knowledge, understanding, and ability in planning and conducting supervised practice programs needed for effective learning in agriculture.

In addition, the teacher should provide efficient on-the-job guidance and supervision of the supervised practice program.

Less often recognized is the important obligation of the teacher to provide leadership which encourages local citizens to participate in the local vocational agriculture program. One illustration of this leadership is the sharing of problems of supervised practice with the local Vocational Agriculture Advisory Committee.

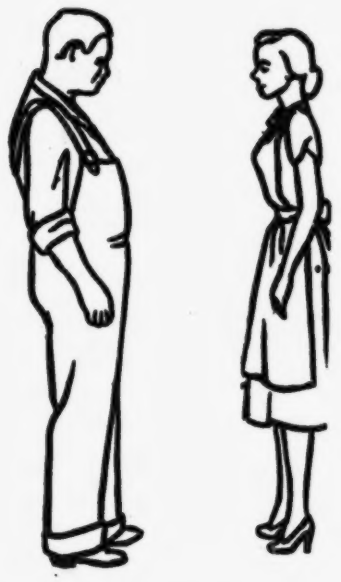
When supervised practice is developed beyond the confines of school and home, the teacher should plan cooperatively with student employers to insure the educational value of the program.

Responsibilities of the Parents

For the student to launch an effective supervised practice program, he needs the support, guidance, and cooperation of his parents. Normally, the parents provide initial resources of land, buildings, equipment, livestock and capital needed by the student. Furthermore, the parents have both the authority and the opportunity to influence student decisions in all phases of the supervised practice.

It is essential that parents recognize supervised practice as needed activities on which the student puts his knowledge into practice, learns by doing, progresses in earning his way, and learns to cope successfully with increasing responsibilities.

If the greatest educational value of the supervised practice is to be realized, the parents should cooperate in keeping the financial aspects of the program on business-like basis.



Responsibilities of Employer

When local employers in agriculture provide supervised practice opportunities, they have a responsibility to plan cooperatively with the teacher of vocational agriculture to insure that the student activities are desirable educational experiences.

Responsibilities of the Student

The student is responsible for working with his parents and the teacher in selecting, establishing and conducting an effective supervised practice program. He and his parents are responsible for making the final decision on what the supervised practice program will include. The student and the teacher need to determine jointly the financial needs for conducting the program. It is the student's responsibility to cooperate in surveying the home facilities for supervised practice opportunities. Then the student, the teacher, and the parents have a basis for planning the supervised practice program.

To determine the actual amount of funds needed to initiate the supervised practice program, the student needs to develop a tentative budget for enterprises that are de-

sirable possibilities for inclusion in his supervised practice program. This activity will play a very important part in helping the boy to make wise supervised practice program selections as well as determine what financial aid is needed.

The student is responsible for studying the latest technical information dealing with the various phases of his supervised practice program and for writing a plan for carrying out the procedures and practices he expects to follow. In many cases he may wish to secure bulletins, books, or magazine articles to keep in his personal library.

As the supervised practice program progresses, the student should keep accurate and complete records for present and future use. It is from these records that he gains a valid basis for evaluating his progress.

When changes are made from the general plans, the student should secure approval of the changes by the teacher and parent. Many teachers of vocational agriculture recommend that a student taking vocational agriculture should have a definite place and time to keep the records on his supervised practice program. Members of Future Farmers of America (FFA) and New Farmers of America (NFA) organizations are required to include their records when they put up exhibits at community, county and state fairs.

Opportunities for Support by the High School Principal

The principal has an opportunity to support supervised practice by:

- Developing an understanding of the nature and purpose of supervised practice.
- Providing time during the school day for agriculture teachers to perform activities involving supervised practice.
- Assisting in the selection of students who are genuinely interested in vocational agriculture and willing to develop satisfactory practice programs.

- Encouraging the teacher in discovering opportunities for supplementing students' home projects with group projects, or demonstrations, either on the school grounds or in the community.

- Encouraging periodic teacher-principal conferences on supervised practice programs.
- Accompanying the teacher of agriculture on some supervisory visits.
- Encouraging the teacher of agriculture to strive for quality in supervised practice programs.
- Encouraging local sponsorship of awards for accomplishments in supervised practice.

Opportunities for Support by the Superintendent of Schools

The superintendent has an opportunity to promote supervised practice by:

- Developing an understanding of the nature and purpose of supervised practice and convey this knowledge to the board of education.
- Evidencing an active interest in the program of supervised practice—
  - Requesting information from teachers which will provide current knowledge of program aims and accomplishments.
  - Aiding in procuring adequate travel allowance for the teacher.
  - Providing support to group projects (greenhouses, land laboratories, etc.) which are designed to supplement training in vocational agriculture.
  - Encouraging teachers of agriculture to improve supervised practice programs.
  - Holding conferences with principals and teachers of agriculture to plan for the most effective program and the most profitable use of teacher-time.

PART IV. THE DEVELOPMENT OF SUPERVISED PRACTICE PROGRAMS

Soundness of the Supervised Practice Concept

Leaders in education and psychology, in analyzing the supervised practice concept, have indicated that *it is sound educationally, economically, psychologically, and socially.*

• *Educationally*

"Abundant, realistic practice contributes to learning." "A person learns by his own activity. Firsthand experience makes for lasting and more complete learning." These are some of the principles underlying effective teaching.

It is through the abundant opportunities inherent in the supervised practice concept that teachers are able to utilize these principles most fully.

• *Economically*

A well-designed supervised practice program enables a boy to "earn while learning." Unless his parent's income is unusually deficient, youth is the time of life when a person can save or invest productively most of his earnings. It is from such a procedure that many young men have accumulated capital for advanced education or entrance into capital-requiring vocations. Even if family circumstances prevent substantial student savings, the student's earnings can still serve as his contribution to the family income.

• *Psychologically*

From a psychological point of view, the supervised practice concept appears to be sound. Success in a work experience builds a boy's self-confidence. A feeling of accomplishment results from conducting supervised practice which contributes to the family welfare as well as his own. The earning power of an expanding program enables him to grow realistically in his independence. This is much more desirable than to gain independence suddenly upon graduation from high school.

• *Socially*

The supervised practice program concept begins with the individual, his interests and needs, his home situation; but what he is able to do involves the cooperation of his family, teachers, and sometimes neighbors. The supervised practice program provides realistic problems of relationship with people. These prob-

lems serve as opportunities for the student to mature, to develop the ability to make sound decisions. As his supervised practice proves successful and expands, the student also gains a degree of financial success, which is another aid to an individual in becoming socially accepted.

Pattern of Teacher Activities

Assumptions

- The teacher who develops broad, student programs of supervised activities in agriculture with freshmen students can develop equally effective programs with his advanced students.
- An *early start* and a *variety* of teacher directed activities are essential in developing effective supervised practice programs with freshmen boys.

Pre-Orientation

- All boys in the eighth grade should have an opportunity to become acquainted with the program and activities of the local department of vocational agriculture. This should involve joint planning by advanced "vo-ag" students and their teacher. A sample of a desirable type of program is included in Appendix A.
- Each prospective student should complete a brief information blank to provide the teacher with background information helpful in planning and making summer visits to these students and their parents. See Appendix B.)
- The teacher should visit each prospective enrollee *prior to* the fall opening of school.
- A rather comprehensive survey of the home facilities of prospective enrollees should be completed at or soon after the initial home visit. It is believed that this survey process is an effective method of demonstrating to the parents and the boy the PROFESSIONAL ROLE of the teacher. The survey is justified as a SYSTEMATIC APPROACH to teacher, parent, and boy understanding of the opportunities available in order that the boy will gain DESIRABLE LEARNING EXPERIENCES. It is also believed that parents will support this "teacher role" to a greater extent than the role of "agricultural expert" or "friend of the family." Advanced students in vocational agriculture might well be responsible for the total process of bringing their home survey up-to-date each fall.
- An acceptable type of home survey probably would include sections on livestock and crop enterprises, soil types, buildings and equipment, home environment, level of living, participating in community activities, and possibly a check list of selected approved farm practices. The specific form needed to gather these or other data depends upon the individual teacher.
- In addition to home surveys, it is important to survey other local opportunities that might be developed for supervised practice, such as those found in agricultural businesses and services as well as on farms.

Instruction on Supervised Practices for Beginning Students

Although the preceding activities of pre-orientation, home visits and surveys undoubtedly contribute to the student's understanding of supervised practice in agriculture, it is essential that systematic instruction on this phase of vocational agriculture be provided early in the fall semester. In addition, class time should be made available at regular intervals, perhaps monthly, for specific activities necessary in planning, conducting and analyzing individual programs.

The following pattern of activities includes suggested techniques for motivating freshmen beginning students to develop broad supervised practice programs:

- **Conduct field trips to show successful supervised practice programs of different types.**
- **Arrange for advanced FFA or NFA members to discuss successful programs with the class.**
- **Show and discuss the film, *Four Star Farmers*.**
- **Demonstrate desirable types of supervised practice program activities through colored slides.**
- **Assist students to develop a list of values of a supervised practice program.**
- **Provide awards and incentives through FFA or NFA program.**
- **Provide financial aid and other assistance through NFA or FFA activity.**
- **Arrange for bank and/or Production Credit Association representatives to discuss financing supervised practice program.**

Further Steps in Developing Supervised Practice Programs With All Students

- Present summarized data from surveys to indicate local opportunities for supervised practice.
- Assist students to use these surveys in selecting elements of supervised practice programs.
- Teach students to make budgets and establish production goals for prospective productive enterprises.
- Arrange for a night meeting of parents and sons to show values of supervised practice programs. See Appendix C for program suggestions.)
- Teach students to develop appropriate memoranda of agreements with their parents or employer.
- Guide and direct students in planning an individual list of jobs associated with the successful conduct of their supervised practice program. (See Appendix D.)
- Arrange time in the curriculum for individuals to plan ways and means of doing essential jobs in their supervised practice programs.
- Determine with students the kinds of information needed for records of progress on their supervised practice programs; then develop appropriate record instruments. (See Appendix G.)
- Provide regular intervals (at least monthly) for students to analyze progress on supervised practice programs.
- Post charts showing the type and scope of the supervised practice program of all students on classroom walls. Photos of boy and project add appeal. (See Appendix H.)
- Make visits to supervised practice program as needed during this crucial developmental period. It is assumed that most students would require two visits between September and January 1. (See Appendixes E and F.)
- The FFA or NFA should be encouraged to develop, as part of their total program of work, some activities which will assist members in their efforts to develop good supervised practice programs. Many FFA and NFA chapters set up local awards and arrange for cooperative buying and selling activities. Other valuable activities are: providing land and capital for group projects; organizing and conducting livestock chains; and providing valuable incentives with degree awards, project tours, and publicity by the chapter reporter and through parent-son banquets.

PART V. TOOLS FOR TEACHING

APPENDIX A

Orientation Program for Eighth Grade Students
Vocational Agriculture Department

Friday, April 7, 1961

1. **Introduction to the Department**
   Teacher of Agriculture
2. **How Vocational Agriculture Helped Me in High School**
   Greeny Greenhand, winner of award for best all-round first year in vocational agriculture.
3. **How Vocational Agriculture Helped Me Learn About Agricultural Occupations**
   I. B. Bright, senior, who is enrolling in agricultural education at State College this fall.
4. **How Vocational Agriculture and FFA Work Together for Me**
   I. L. Work, president of FFA Chapter and State Farmer
5. **How Vocational Agriculture Helps Me Even After High School**
   Young Farmer, winner of county award for outstanding young farmer of 1960
6. **How Vocational Agriculture Still Helps Me Farm Better**
   I. M. Old, winner of citation for best farming program in the "Old Folks" adult class
7. **Tour of the Shop and Tractor Maintenance Shed**
8. **Refreshments, Questions, and Talk**
9. **Completion of Preliminary Enrollment Forms**

VOCATIONAL AGRICULTURE
IS FOR
FUTURE FARMERS — YOUNG FARMERS — ADULT FARMERS
AND
OTHER AGRICULTURAL OCCUPATIONS

APPENDIX B

Prospective Vo-Ag Student Information Blank

Name _____ Address _____

Location of home _____ Age____

Living with _____
Parents, mother, father, brother, sister, step-father, etc.

Father's name _____

Father's health: Excellent____ Fair____ Poor____

Mother's name _____

Does your father work off the farm: Yes____ No____

Part-time____ Full-time____ Type of Work _____

Number brothers____: Older ___; Younger___; Number older at home____

Number of sisters____. Number brothers and sisters graduating from high school____ Attended college____.

Club membership: 4-H____; Scouts____; Others _____

4-H Livestock Project, Kind and number _____

Are you interested in machinery? Much____ Little____ None____
Does your father own a tractor? Yes__No__, Tractor equip.? Yes__No__
Do you like to farm with a tractor? Yes____ No____
Are you interested in livestock? Much____ Little____ None____
Have you shown livestock at a fair or show? Yes____ No____
Do you plan to finish high school? Yes____ No____
Attend college? Yes____ No____
Do you plan to live on a farm after finishing school? Yes____ No____
What kind of work do you plan to do after finishing school? _____

Size of farm operated by parents? Acres_____, Acres owned _____
Acres rented_____

Livestock on farm:

Kind	*Number*
Dairy Cattle	_____
Beef Cattle	_____
Swine	_____
Poultry	_____
_____	_____
_____	_____

Crops grown on farm:

Crop	*Acres*
Tobacco	_____
Cotton	_____
Corn	_____
Small grains	_____
Woodland	_____
Pasture	_____

Are you interested in farm work? Yes____ No____
Are you interested in taking vocational agriculture? Yes____ No____
Do your parents know about supervised practice programs in vocational agriculture? Yes____ No____

APPENDIX C

The Parent Orientation Meeting

(A Specialized Technique)

Although vocational agriculture is approaching its 43rd birthday, records show that even in 1963 relatively few of the parents of "vo-ag" students have had vocational agriculture as a part of their high school program. Many parents have more likely been oriented to the program through young farmer and adult programs than through the high school program of vocational agriculture. It may be safely assumed that a rather large majority have had little or no orientation about the "vo-ag" program. A group meeting of parents is one desirable technique used by teachers to acquaint parents with the program.

Teachers have found it necessary to organize parent's meetings very carefully. Suggestions regarding what should be considered at a meeting may be obtained from the advisory council and from the "vo-ag" students.

The following types of activities have been used successfully:

- A visit through the classroom and shop to acquaint parents with provisions for effective work.
- A showing of color slides of supervised practice of former and present pupils.
- A discussion of the purpose of vocational agriculture and the place of supervised practice programs in vocational agriculture.
- A discussion of the types of activities which can be included in a supervised practice program.
- A discussion with parents on the question: "What is a good supervised practice program?"
- A discussion by one or two students on the role of the FFA or NFA in vocational agriculture.
- A presentation of success stories by parents of former students.
- A talk by former students concerning their "vo-ag" work.

As a means of insuring good attendance, it is suggested that (1) pupils alert their parents regarding the meeting, (2) notices be placed in the paper, (3) personal letters be sent to parents about four or five days in advance of the meeting, and (4) refreshments be served.

APPENDIX D

Supervised Practice Calendar

Reminder — Things To Do in My Supervised Practice Program

Some activities to be done in the students' practice program require study and planning ahead. This is a suggested form for entering in advance, by approximate dates, some important things to do in any phase of the practice program. The use of this form should help to insure more effective learning and success with the activity. Student should prepare this calendar with assistance from teacher, and keep in his notebook.

Month & Date	Things To Do	Follow-up Comments
Oct.		
Nov.		
Dec.		
Jan.		
Feb.		
March		
April		

APPENDIX E

A Guide for Evaluating On-The-Job Instruction

Suggestions for Use—The primary purpose of this guide is to help teachers analyze their procedures in making supervisory visits. It is one type of self-evaluation. It should be used following an actual visit. It might also be used periodically as a check-list for the teacher. It is not intended as a form to be routinely completed on each visit.

Place visited _____ **Date** _____

Purpose or objectives of the visit _____

I. PRELIMINARY PREPARATION	RATING			COMMENTS
	Superior	Fair	Poor	
1. Parents and/or student shared in initiating the visit.				
2. The purpose of the visit was clear to the student and the teacher.				
3. The student's folder was reviewed by the instructor to understand the student better and to assure continuity with previous visits.				
4. Plans were adjusted to advance recommendations made from previous visits.				
5. All materials needed on the visit were collected beforehand.				
6. The time, date and place to meet were clearly determined by the student and the teacher.				
7. Several visits were planned in the same locality.				
8. Word was left with the administration so that the student and teacher's whereabouts during school would be known.				

APPENDIX E (cont'd)

	RATING			COMMENTS
	Superior	Fair	Poor	
II. ON THE JOB				
1. Dress was appropriate for the occasion.				
2. Definite date and time of visit were followed.				
3. The student identified and discussed his problems with the teacher and/or the parent.				
4. As many phases of the supervised practice programs were observed and discussed with boys as time permitted.				
5. The instructor checked records, made helpful suggestions, and taught skills where needed.				
6. The student decided on a definite and desirable course of action.				
7. Parent - employer - teacher - student-relationships were improved by the visit.				
8. Proper courtesies were extended at the time of leaving.				
9. During the visit joint decisions by boy and teacher were recorded by the instructor.				
10. Unsolved problems were also recorded.				
III. FOLLOW-UP				
1. Agreed plans and improvements were carried out.				
2. Evidence of growth, if any, was noted.				
3. Supervised practice program has expanded in quality and quantity since the last visit.				
4. Records of this visit were kept and filed.				
5. Plans were made for future visits.				

APPENDIX F

Teacher's Visitation Record

This is one suggested form for recording visits to supervised practice program sites: One sheet for each student, kept in a loose leaf notebook, and carried by the teacher.

Name _____ Directions to Farm _____

Types of Supervised Practice

	I_____	II_____	III_____
Fresh.			
Soph.			
Jr.			
Sr.			

APPENDIX F (Cont'd)

Teacher's Visitation Record

Student's Name _____

Records of Visits Made and Comments

Date	Observations: Progress noted, problems identified, and decisions made. Persons contacted.	Notes on Students S P P Records

APPENDIX G

Teaching Students To Keep Score

(A Guide Sheet for Teachers)

Assumptions: The teacher believes that—

1. Supervised practice program records provide important teaching opportunities and contribute to effective learning in agriculture.
2. Prior to lessons on S P P records, students have studied these questions:
   a. Why have S P P?
   b. What is a good S P P?
   c. What production goals are important and why?
   d. What are the prospects for profit with various activities selected?
3. The State Report should not be used as a "reason" for students to keep records. It is better psychology to assist boys to develop an understanding of the value of S P P records.

Jobs to be done and some suggested procedures:

1. Develop interest of students in "keeping score" on their S P P:
   a. Begin with having an adult testify in class, or on farm, or at his business, regarding the value and use of "keeping score."
   b. Develop with students a list of questions they would need to know to be able to judge their success with supervised practice. What skills did I learn? Did I make money? How much did I earn per hour of labor? How much did I improve the home and farm?
   c. Utilizing small group study, have students develop a list of "evidence" needed to answer above questions. (expenses, receipts, production, growth or yield, etc.)
   d. Relate this "need for evidence" to improvement projects, group projects, exploratory job experiences, supplementary practice, as well as productive projects.
2. Develop student ability to keep "the score" of their S P P:
   a. Teach freshmen students to use present S P P record (or one of your own design) by inserting a couple of items in each section. Reserve for sophomores the teaching of summarization and any complete analysis of the score keeping results.
   b. Provide periodic times in class to bring "score" up-to-date.
   c. Develop with class examples of classroom charts which would show progress of students' S P P. Examples: Monthly milk production of home herds, 56 day litter weights of hogs, calculated monthly weights of dairy calves and heifers, and egg production.
   d. Display in classroom a chart showing the S P P record of each student. To reduce chart space, code numbers may be used for indicating improvement projects, supplementary practice, and other forms of supervised practice.
3. Develop with students an anlysis of the S P P records. For example, group all projects of one kind and determine some efficiency factors as labor return per hour, production per unit. Compare these with accepted State and local standards. Relate to practices used or omitted. Set chapter and individual goals for next year.

APPENDIX H

Suggestion for a Wall Chart on Supervised Practice Program

One desirable technique for stimulating student interest in supervised practice programs in vocational agriculture is to post in the classroom a chart showing the comprehensive program of supervised practice being conducted by students. The following is one type of chart outline which has proved effective.

Our Supervised Practice Program

(Sophomore Class)

Students Name	Location and type of Experiences		
	At Home or Farm	Away From Home and School	At School
	Productive, Improvement, Supplementary	Placement in Farm or Other Agricultural Occupations	Beyond Class Time on School Land
Alvin Jones	Swine—⅓ share of 10 sows Tobacco—¼ share of 4 acres Home farm shop improv. —hours Using chemical weed control—15 acres Pruning shrubs—18 shrubs		
Pet Smith	Garden—¼ acre Lawn Improvement—½ acre	Gordon Brady Farm—200 hrs.	Group project experience: 6 acres corn Plant propagation—40 hours
John Honeycutt	Kitchen cupboards Painting store house Landscaping home	Sam Jones Implement Dealer 3 months summer employment 9 months—Saturday mornings	Plant propagation—100 cuttings Group project—10 shoats